

the observations are recorded regularly in accordance with a predetermined plan. Emphasis, however, should be placed upon the fact that the behaviour which is recorded is that which occurs naturally." Such observations are contrasted with *incidental observations*, made in a haphazard way under ordinary everyday conditions.

The records offered here from the Malting House School are systematic observations, not so much in the sense that particular series of events were selected out before they happened and then systematically recorded, but rather in the sense that something approximating to the total behaviour (in the large) of the children was noted down, and the whole chronological record then followed through for this and that systematic thread. Moreover, the life of the group was carried on under conditions controlled by a deliberate educational technique.¹

A special type of systematic observation which is being more and more widely adopted, in the field of social behaviour as well as of general learning and language, is the *rating* method. In this, an attempt is made to arrive at a developmental scale for every sort of behaviour, in the relations of children with each other and with adults. Such a scale, of course, ultimately rests upon qualitative individual judgments, but it attempts by various devices to standardise these judgments and make them more objective and exact than ordinary impressions.

Much of Gesell's work is of this nature. In her important article on *The Social Behaviour of the Child?* Charlotte Buhler has surveyed the yield of such studies to the time of her writing. One of the most interesting recent researches on these lines is that of Katherine Bridges, *Social and Emotional Development of the Pre-School Child* (1931). Professor Bridges holds that "the chief merit of the scales, both social and

emotional, lies in the assistance they offer for the study and analysis of children's social and emotional development. With the help of the scales certain behaviour trends may be thought to light and subsequently given special educational treatment. Rough comparisons may also be made between children of the same group both with regard to general development and the persistence or changes of

¹ This technique is fully described in Chapter II of *Intellectual Growth in Young Children*.

* *Handbook of Child Psychology*, 1931, pp. 392-431.